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ABSTRACT

The successful development of local leaders is the goal of leadership training and community development. Development involves defining and developing leadership. Although leader-centered leadership offers few chances of meeting the maintenance needs of the group as a whole, shared leadership allows the group to join in the decision-making process. Effective shared leadership has two conceptual components: situational and functional. Groups may have many member leaders as well as elected or appointed leaders. Leaders are responsible for task and maintenance functions. Task functions must be performed to complete the job: initiating activities, informing, clarifying, summarizing, and consensus testing. The following maintenance functions maintain good group relations: harmonizing, tension reducing, encouraging, compromising, gatekeeping, and testing and setting standards. Leaders must be aware of nonfunctioning behavior, leadership types and styles, educational level, and group size. Many personal characteristics and motivational factors affect the leader's acceptability and effectiveness, but it is the group's responsibility to make a selection based on the group's needs. Leadership skills may be developed by learning to use democratic power. (Three activities are provided in this document: leadership type, leadership traits according to functional responsibilities, and leadership traits according to maintenance function. Eleven references are included.) (NLA)

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Developing Local Community Leaders

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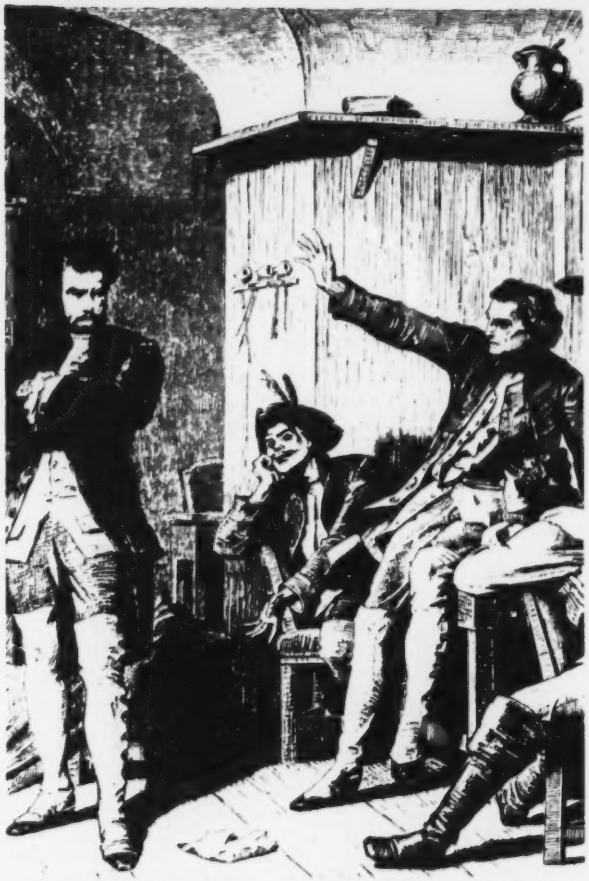
INTRODUCTION

America is a land of democratic action. The people say, "Let us do it. Let us voluntarily organize to solve a problem or fulfill a community need." As a French observer of the American scene said in the mid 1800's, "In any other country, citizens ask their government to solve the problem; in America, citizens band together in *voluntary association* to do all manner of things from constructing new hospitals and community centers to providing for the handicapped and the unfortunate."

This self-help attitude and the belief that "we can do it" has always demanded lay leadership — persons who can help the assembled group organize and reach its goals.

The successful development of local leaders capable of leading groups toward the accomplishment of their stated goals, with a minimum of friction and a maximum of efficiency, is the ultimate goal and test of any leadership training and community development. This training process is influenced by many significant factors. The ability to understand and recognize these factors is important and necessary for community developers.



What are these competencies and distinguishing characteristics that set leaders apart from followers? How can a community developer recognize these features in potentially good leaders? How can leaders or potential leaders recognize these in themselves? What is, in fact, good leadership and how is it developed? These questions and others like them have prompted answers as varied as the persons discussing the subject. Despite expert testimonies, definitions, and concepts of philosophers, psychologists, educators, and sociologists, many laymen and professionals still insist that the matter is not clear.

It is not the intent of this booklet to resolve these questions. But rather, this publication will attempt to:

1. Examine and express in layman's language for lay leaders some of the concepts and definitions of leadership.
2. Increase lay leader's and community developer's understanding of the factors which determine the effectiveness of leaders.
3. Be a tool for lay community developers in developing and assessing their leadership competencies of the people with whom they work and train.

PART I — LEADERSHIP-DEFINITION & CONCEPTS

Leadership - Defined

Who is a leader? What is leadership? Can anyone be a leader? Are leaders born or made? These are modern day questions. Before modern times, such questions were rarely raised. Such silly notions were not allowed to occupy much time or importance in the minds of the common masses. Everyone *"knew"* that leaders came from or were appointed by the aristocracy. It was also *"known"* that some persons were BORN to be leaders and unfortunate others were destined to be followers. Leaders were, for the most part, "BORN TO THE PURPLE." They were sons of leaders. They were rulers and, generally speaking, were aristocratic.

But times and conditions are continually changing and leadership too changed with the times and conditions. For example, when aristocracy was in full bloom, leaders were actually said to be *BORN*. The former monarchs of Europe, Asia and Africa provide excellent examples of "born" leaders. But with changing times and changing world conditions, today only few royal families wield real aristocratic power.

With the awareness that all people have potentials for leadership—the democratic—shared leadership idea was born. Within these democratic bodies leaders are real group members, and just as other members, they undertake activities and actions designed to help the group achieve its goals or accomplish its means. Those group members that more strongly engage in goal-centered activities than other members are said to be leaders. Therefore, leadership can be defined as *the art and practice of influencing others in deciding on goals (what to do) or means (how to do it).*

How is this influence exercised? It is often exerted through various means. For example, by importing knowledge, giving advice or suggestions, expressing a belief or opinion, making decisions on behalf of the group, providing assistance, exercising power, lending approval or support, and by examples or demonstrations. For democratic (influence) leadership to develop, there must be several things:

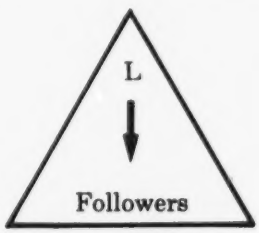
(a) a group of people
(b) a common concern that requires people to work together; and
(c) members of the group who can throw in useful ideas.

Note that there can be no leadership unless there are two or more people doing something. Notice also, that one or more persons must accept the responsibility for getting the group going if the group is to get anything done.

Good democratic leadership is really a "helping activity." Leaders must not only see the needs of the group, but must help the group develop plans to meet these needs. They also attempt to induce competent members to work toward satisfying these needs or attaining the group's goal. Experienced democratic leaders have come to know that members more readily support activities they have had a hand in creating. Consequently they will never assume *ALL* of the responsibilities themselves, but rather they will insure that opportunities for leadership responsibilities are widespread within the group.

Concepts of Leadership

Concepts are mental impressions. There are usually as many of these impressions about leadership as there are persons discussing the subject. One common concept of leadership is the "leader — centered concept." Those holding this concept picture the organization's social structure as having the form of a pyramid. The leader, as shown in figure I, sits on top. He hands down his directives. The subordinates at the bottom of the structure carry out these directives. This pattern of leadership is found in the military, some churches, and many businesses.



L = leaders

Figure I

This concept of leadership has its distinguishing features. Some are:

1. The leader is designated by an election or appointment.
2. Real and imaginary "power" is vested in the leader.
3. Most "important" things will not get done unless the leader does them or *authorizes* others to do them.
4. There is a definite leader/ follower type relationship.

Implied in this concept is the assumption that only *one* or *two* persons are responsible for and/or *authorized* to carry out *all* the "assumed" leadership functions. The few dynamic persons who have tried to perform in this fashion have found that as the organization grows and the

issues become more complex, the group's morale begins to suffer. This concept of leadership (leader-centered leadership) offers few chances of meeting the individual needs of group members and even fewer chances of meeting the maintenance needs of the group as a whole. Present-day community leaders, striving for mature groups, especially with voluntary staff organizations, are convinced that there must be another way. For most, this way just does not work.

Shared Leadership:

Another concept is that of shared leadership. As the term implies, an organization can have more than one leader. The assumption being if two persons can carry out leadership responsibilities better than one, then three persons can carry out these responsibilities better than two. If this is true, why not assign leadership responsibilities to three persons, four persons, or five persons? Why not to everyone? With responsibilities assigned to everyone, isn't there a better chance that more functions will be available to meet the needs of the group? Certainly, say the proponents of shared leadership within democratic organizations.

Experienced leaders have found that within dynamic groups many task needs must be met, not the least of which is group maintenance. Individual needs, as well as group task needs, must be met. Often, so much is expected of leaders, especially those concerned about maintenance functions as well as task functions, that they welcome the opportunity to share leadership responsibilities. Shared leadership for most groups occurs gradually. It is a step by step process. The steps from the leader-centered concept of leadership to the concept of member-shared leadership, as found in mature groups, can be shown diagrammatically, as in figure II below.

At each step there are certain leader actions. These actions characterize the steps.

Steps

Telling (1) **Leader decides, announces** decision to the group.

Selling (2) **Leader decides**, then tries to sell his decision to the group.

Testing (3) **Leader presents a tentative decision** but asks advice before making a final decision.

Consulting (4) **Leader** presents **problem**, gets advice from members before deciding.

(5) Leader sets limits but lets the **group make decision.**

Joining (6) Leader asks group to make its own decision within its own limits.**Leader joins in the decision.**

Shared leadership has both its weaknesses and strengths. The most common problem and complaint with shared leadership is that it takes longer to arrive at a decision. The greatest strength or attribute of shared leadership is the high quality of the decision reached. That is, members feel a greater sense of unity toward **THEIR** group and support **THEIR** decision more enthusiastically.

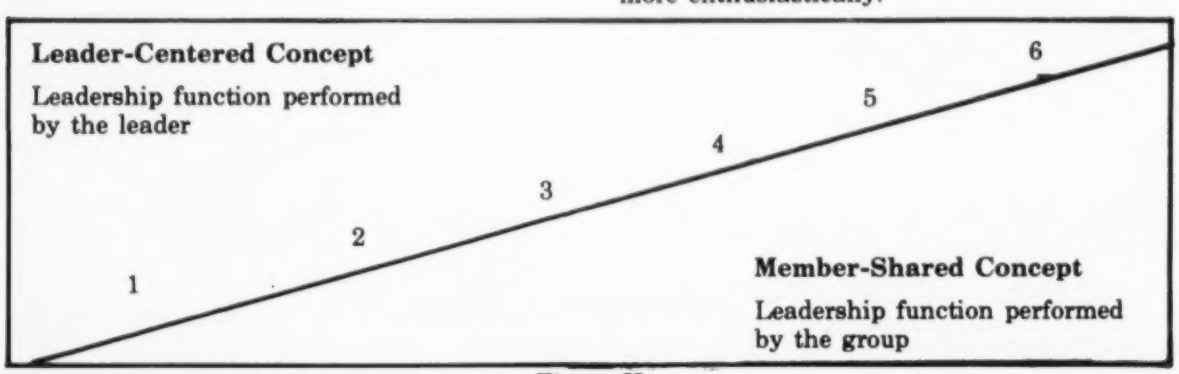


Figure II

The problem solving process utilizing leader-centered vs. group-centered leadership can also be shown graphically as in Figure III below.

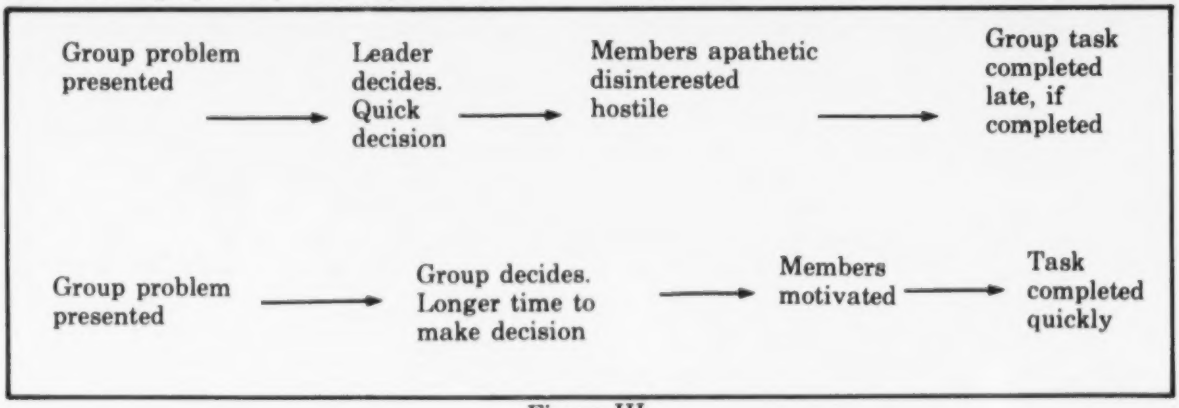

Group problem presented
Leader decides. Quick decision
Members apathetic disinterested hostile
Group task completed late, if completed
Group problem presented
Group decides. Longer time to make decision
Members motivated
Task completed quickly

Figure III

Components of Shared Leadership: Situational and Functional:

Effective shared leadership has two conceptual components. While each component has different focuses, they are not at odds with each other. They merely view effective democratic leadership from different perspectives. Their viewpoints are often complementary and within mature groups have proven advantageous for leadership development on the local level.

The first component, the SITUATIONAL component, holds that a leader is a person who has the know-how required at a point in the group's development, and, who if put into a situation where he uses the know-how, can help the group achieve its ends. The other component, the FUNCTIONAL component, holds that leaders are special kinds of persons possessing certain special kinds of interpersonal or problem solving skills. These skills set them apart from the rest of the members. Leaders, within this concept, are expected to have the chief purpose of performing certain functions on which the group depends for its success. In both these instances, it is assumed that people can learn leadership skills and expand the number of situations in which they can exert leadership.

The Situational Component Explained:

Although this conceptual component places much emphasis on leaders having special know-how to meet the responsibilities of the situation, it also recognizes as a fact that a leader must be regarded by the group as having that know-how. To illustrate this point, suppose that a member of the group is also a recent university graduate. He has all the latest information on the subject under consideration by the group. Yet, despite his membership in the group and his university training, unless the group respects his knowledge, he may never get to demonstrate his abilities as a situational leader. Why? The group may think his ideas too academic or impractical. They may even consider him too immature in his thinking; consequently, he is passed over for someone whose knowledge may be out-of-date, but, is recognized as having the kind of know-how the group needs.

Just as needs determine which member of the group is the leader, the various situations that arise from time-to-time demand and determine different respected leadership skills. In most mature groups, leadership usually passes from person to person. Rarely is the group leader in one situation the same group leader in a totally different situation. Nor is the leader at one time in one situation chosen at a different time to be the group's leader for the same situation. Sometimes, skills in leading group discussions are demanded and at other times, technical skills to carry out special projects are needed. In each case, a different leader may be needed to accomplish the group goal.

The situational component does not hold that leaders are special breeds of persons or are born leaders. But it holds that individuals develop their capacities for leadership by serving in groups that are doing things. The more experience one has in different leadership positions, the more adequately one is prepared for even more different leadership roles in the community.

Functional Component Explained:

The functional component of shared leadership views leadership as a set of FUNCTIONS. These functions may be carried out by the designated leaders or by the group. When carried out by the designated leader or monopolized by a few persons within the organization, leadership in the old sense of the word is present. This leadership is formal. Accumulated experiences and research studies have shown that for a group to mature (out-grow a paternalistic dependence upon the designated head), leader-

ship should not be concentrated in one or a few persons. For groups to mature, leadership must become a function of everyone. When the leadership functions are shared with the group, the elected or designated leader (President, Chairperson, or Leader) need only to be the "facilitator" or the "organizer" (the person who helps the club learn what it wants to learn and do what it want to do) of the group. The real job of the elected leader then becomes helping others learn to lead as well as follow.

Members as Leaders:

Because all members exercise leadership, groups have many member leaders as well as elected or appointed leaders. This leadership is more informal, and the members possess various skills and traits. For example, families may have one or more leaders and leadership may even shift among family members. Offices may have a staff member as leader who may not be the designated boss. The same is likely true for churches and community organizations. No matter how small or large, organizations almost always have members other than the designated or appointed leader who are recognized as having skills to help the organization in various situations. Often these persons have been officers at one time. Others may be those who have wished to be officers. They may have been founding fathers of the group, or large contributors financially or politically. These persons must be viewed as leaders simply because they perform leadership type functions whether they have been designated or not.

Group Functions:

Regardless of whether group leaders are elected, appointed, or function strictly in membership roles, their responsibilities fall into two categories:

(1) Task functions

(2) Maintenance functions

Task Functions:

Task functions are those functions that must be performed to get the job done. These activities focus toward defining the group task and fulfilling the group's goals. While they are important they should not be taken to excess. Some leaders place so much emphasis on these functions that harmonious working relationships suffer beyond or almost beyond repair. Such leaders are said to be task oriented. Well defined task functions should include the following:

1. *Initiating Activities*—proposing tasks, goals, or actions; suggesting new ideas, alternative solutions, new approaches, offering new materials or ways of organizing materials and ideas needed to solve the problem.
2. *Informing*—asking for suggestions, opinions, facts/information; seeking relevant information about a group concern or problem; expression of feelings, opinions about a group concern.
3. *Clarifying or Elaborating*—interpreting facts or suggestions; clearing up confusions, clarifying alternatives and issues before the group; giving examples.
4. *Summarizing*—pulling together the related ideas and suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.
5. *Consensus Testing*—sending up "trial balloons" to see if the group is nearing a decision or conclusion; checking with the group to see how near it is to an agreement that all members can "buy into."

Maintenance Functions:

Just as some leaders may be excessively task oriented, others may be excessively concerned about harmonious interpersonal working relationships. While harmonious interpersonal working relationships are important, the group should remember it has a job to perform. Leaders should know when to stress task functions and when to stress maintenance functions. Maintenance functions have as their focus that of maintaining good group relations, fostering loyalty among group members and to the group as a whole, while yet providing for maximum use of individual resources. These functions include the following:

1. *Harmonizing*—attempting to reconcile disagreements within the group and getting members to explore their differences.
2. *Tension Reducing*—using humor, force of personality, and the strength of interpersonal relations to "oil troubled water."
3. *Encouraging*—being sincerely friendly, warm, and receptive to others; recognizing others and accepting their contributions; expressing positive evaluation of other's contributions.
4. *Compromising*—admitting error when one's idea or status is in conflict, offering to compromise one's own position in the interest of group cohesion raising questions that when answered eliminate the source(s) of misunderstanding.
5. *Gate-keeping*—attempting to keep communication channels open, communication flowing, and everyone involved; suggesting procedures for sharing the discussion of group problems; restraining more vocal members while inviting the ideas and opinions of those less involved or vocal.
6. Testing and Setting Standards—expressing standards for the group to achieve; testing to determine whether the group is satisfied with its procedures, functions, or production or if it wants to hear new suggestions.

Non-Functioning Behavior

Leaders must be aware of non-functioning member behavior. Such behavior can only serve to prevent the group from achieving its goals. This behavior includes, but is not limited to the following:

1. *Aggression*—showing hostility to other members of the group and trying to deflate or negate the status of others; criticizing or blaming others and disapproving of their contributions.
2. *Blocking*—being stubborn or unreasonably opposing or interfering with group progress.
3. *Withdrawing*—acting indifferent, whispering to others, active passive; trying deliberately not to become involved.
4. *Competing*—vying with others for the best idea, solution, etc.; playing up to the leader; playing the most roles.
5. *Special Interest Pleading*—claiming to speak for others such as "the housewife," "the little man," or "the general public."

All members' behavior and functions must be viewed as the responsibility of all members. Individual group members, in many instances, may have more in common with each other than with the group leader. In these instances, they are in a better position to non-threateningly elicit

positive involvement of contributors.

Styles of Leadership:

Leadership style is of great concern in group development. Style is the manner in which designated leaders approach the management of the group's mission. Some leaders have traditional formal styles, others have informal styles, while some have styles that are mixtures of the two. Rarely does a leader use one style exclusively. Leaders' styles are affected by many factors. Time restraints often dictate style. If a decision is urgent, an informal leader may be more autocratic or formal. If an activity of the organization is to be a large and complex affair, a leader may mix styles and have all members participating in certain specific aspects. The educational level of the group affects the leader's style. If the educational level of the members is high, a more formal approach to decision making might be mandated. Generally speaking, the more formally educated the group, the more formal the leadership style. Some rules of thumb used by leaders to determine and select which style may be best in a given situation are:

Educational Level:

Little formal education—less formality in meeting
Moderate education—semiformal leadership
Highly educated—formal leadership style

The Size of a Group:

Small group—informal style
Moderate group—semiformal
Large group—formal

Types of Leadership:

There are three types of leadership. The most common types are:

1) autocratic
2) democratic
3) laissez-faire

The Autocratic Leader:

The term "autocratic leader" stems from the Greek word, *auto-krateria*, which means "absolute ruler to whom supreme power is given." The flow of conversation and process of making decisions within this type of leadership are comparable to traffic on a one-way street. Leaders decide what is to be done, and members do what is decided. Decisions are made without consultation and are often based on the best judgment and information available to the leader and in the context of the leader's belief about what needs to be done.

Autocratic leaders do not care that members understand "why" certain decisions are made. It is not considered to be within a member's right or authority to question a leader's decision. Only the leader must understand. Said another way, "It's not the members' right to ask *what* or know *why*; their task is to *do* or *die*." This style of leadership obviously leaves no room for developing mature groups.

The Laissez-Faire Leader:

Totally opposite to the autocratic leader is the leader who gives the members free-rein in decision making. Taken from the French concept of "let (people) do (as they please)," laissez-faire or free-rein leadership allows individuals to decide *WHAT* should be done and *HOW* it should be done. This concept holds that everybody is an equally designated leader. No clear standards are accepted by the group as a whole, and no single person is responsible. The group may wander, often endlessly, from task to task without accomplishing much. There may be high group spirit and excellent maintenance considerations but very few tasks are embraced to fruition.

The Democratic Leader:

Between these opposites is the democratic type of leader. This term, taken from the Greek word, *Demo Kratia*, means government by the people directly or through elected representatives. Said another way, the group is led by those who are ruled by the group. Democratic leaders keep in mind that democratic groups are by nature formed around members' needs, perceived common interests, and agreed upon goals; without, there would be no need for a group. Rules, order, and decisions are made by the group itself and are enforced by the executive or leader. Both leader and members share in all phases of the decision making process according to the established rules and the members' capabilities. The leader is A PART OF the group rather than APART FROM the group.

PART II—DEVELOPING LEADERSHIP

Personal Qualities Looked for by Members

As mentioned earlier, there is no single set of personal characteristics that can fit all leaders. From time to time different characteristics are necessary. Eisenhower of military fame, Hank Arron of baseball fame, or Amelia Earhart who penetrated an otherwise all man's world, certainly do not fit the stereotypes or images we often have of these various leadership positions. Napoleon, for example, just did not look like a good army general. But he, as did each of the afore-mentioned persons, excelled in his chosen field. Of course, their personal desire to attain a goal was as strong a motivating factor as was their developed (as opposed to innate) leadership qualities. These qualities are somewhere in each of us. In some, these qualities are buried a little deeper than in others, and must be "developed" before they can emerge. Specific situations often unveil these qualities. For example, combat situations have revealed certain leadership qualities that would have remained dormant in ordinary surroundings. In addition, experience and training has helped develop and strengthen leadership abilities. To carry this point further, take a look at pictures of national and international leaders. How many fit your present image of a world-wide leader? Probably not very many. This point also illustrates that as leadership needs vary, people tend to choose the person best qualified at that time to fulfill the need. Many personal characteristics affect the leader's acceptability and, perhaps, effectiveness, but primarily, it is the group's responsibility to pick the leader who has the personal characteristics best suited for the group's needs. They alone select a leader who will be assertive or meek; professional or non-professional; democratic or autocratic.

A recent study conducted to determine which leaders were most acceptable revealed that generally speaking, members accepted leaders who:

- had something to do with enrolling them and who wanted them to work with the group.
- helped them when they were new to get acquainted with the members and with what they were to do
- explained to them just what their responsibilities were—just what they were expected to do
- told them frequently how they were getting along, what they did well, and what they didn't do well; who showed them how to do better
- not only thought of them for what they were but also for what they may become
- took a personal interest in them and their problems
- listened to their ideas for making the project easier and better
- stood up for them when they were right
- were honest
- told the group about changes before they were made
- had a personal faith and confidence in the members

Studies also show that task oriented (work) groups expect their leader to be:
Expediters—Have resources (materials) on hand when needed
Retreivers—Get them good supplies (tools) and surroundings
Smoother-outers—coordinate the members of the group
Counselors—Help the member solve problem, including personal problems
Consultants, Experts—Help them solve job related problems
Protectors—Watch out for their interest
Trainers—Develop their skills

The Jamaican saying, "me spirit take to you" or "me spirit no take to you" aptly describes why many members accept their leaders. Those leaders that meet these standards of acceptability must be visably motivated beyond self esteem.

Community developers need to recognize and understand some of the motives that impel persons to accept leadership roles. Most persons become leaders for various purposes and motives. Rarely are persons moved to accept leadership responsibilities from a single motive. This decision is supported by many motivational factors entwined in the personality and experience of the individual. The combination of these motives may become countless since each individual brings to any leadership task the uniqueness of his or her own life experience, particular traits of personality, and talents.

Motivational Factors

The motivational factors affecting leaders are numerous and at a particular time in a particular situation may be varied. They may include:

1. A deep commitment to a purpose, i.e., child welfare; civil rights; church groups.

2. Likes decision making process within a group, i.e., officers of a group; committee chairmen; legislative groups, organization minded people.
2. Likes the activity of a group, i.e., social chairman; telephone committee; arrangements committee, etc.
4. Likes to explore, learn, and discuss ideas.
5. Seeks recognition to improve self-concept, self-esteem, or status in eyes of others. Actual power over others may be desired.
6. Wants to help mate in activities or work and enhance own position.
7. Wants to achieve a feeling of community—"This is my home, this place I know."
8. Wants opportunity for personal interaction and growth.
9. Seeks and likes competition.
10. Wants to develop competence in an activity or project.
11. Wants to meet people and make friends.
12. Wants something to do.
13. Wants to escape a problem
14. Wants to be part of something broader than oneself.
15. Likes to do things for others.
16. Sees something that needs to be done and does it.
17. Rotation of responsibility within a group makes it necessary.
18. No one else to serve as a leader.

With these diverse expectations a primary responsibility of the leader is to knit the membership into a goal centered cooperating group. Studies have shown that communities and groups are more likely to follow the advice of leaders they trust and respect. These studies also reveal that these leaders and community developers engage interpersonal relations that include the following:

1. A warm friendly greeting with a smile and with liberal use of eye-to-eye contact. The smile and the eye are very important instruments of communication. They often reveal honesty, sincerity, trust, or distrust in individuals.
2. Establish a smooth pattern of interaction. To do this one should learn a great deal about others, their interests, needs, biases, prejudices, etc. In this kind of situation, all parties should feel at ease and rather comfortable.
3. Accept and treat others as equals with a minimum of superior-subordinate feelings involved.
4. Find common interests such as friends, hobbies, and other experiences which can undergirth and enhance interpersonal relationships.
5. As professionals, take the initiative in equalizing relationships by showing a keen interest in others by listening to them.
6. Build relationships on the strength of others and avoid showing up or revealing their weaknesses.

Once the group is goal centered the leader's responsibility must focus on helping the group grow. This is especially important for immature groups (immature groups are those groups that by reason of length of organization, limited membership experience in group activities as well as limited mutual acceptance of fellow members find it hard to reach mutually acceptable decisions). The leader's help is essential in the following areas:

1. defining and interpreting the purpose for which the group was organized and helping the group keep within its defined purposes and goals.
2. clarifying the responsibilities of the various officers, committees and individual members in program planning.
3. helping the group find alternative methods of reaching its goals and growing into a more progressive organization.

An important consideration that must be kept in mind by trainers of community leaders is the effect of their own style of leadership on those being trained. Trainees often idolize their trainer. "Like father like son" goes the statement. Which type of leader are you? Which set of characteristics most likely fits you? Test yourself in Activity I.

ACTIVITY I — LEADERSHIP TYPE

CHARACTERISTIC	Definitely Describes Me	Describes Me Most Times	Describes Me Sometimes	Not Me At All
Authoritative Type Leader Polite but firm in telling members what they are to do. *Does not* explain the purpose or share all resources. Tells only as much as he thinks necessary to do/get what he expects. Does not try for team work. Deals with each member separately. Feels *I alone* am really responsible for what is done.				
Laissez Faire Gives complete freedom for anyone to do job in his own way. Makes short explanation of all resources but tells groups to work out problem for themselves. Leaves every member free to contribute any idea and convince others if they can. Remembers it's their job. Leaves it to them. Doesn't try to build up team work. Retreats from real responsibilities.				
Democratic Type Leader Tries to see that group as a whole makes decisions about what is to be done. Explains purpose of job. Sees that group understands resources at its disposal. Encourages members to contribute ideas. Helps group discuss and weigh suggestions. Helps develop teamwork and smooth interpersonal relationships. Feels his special job is to help group decide what and how to do what it wants to do.				

But aside from the personal qualities, certain leadership traits may identify good leaders. Studies of traits of task oriented leaders are listed in Activity II. Test yourself as to how well you possess these traits.

ACTIVITY II
LEADERSHIP TRAITS ACCORDING TO FUNCTIONAL RESPONSIBILITIES

CHARACTERISTIC	Now Have	Want to Improve	Don't Have but Can Compensate	Don't Believe is Necessary
Intelligent				
Organized				
Forceful				
Deliberate				
Able to Delegate				
Can Clarify or Elaborate				
Can Summarize				
Vigorous				
Energetic				
Timely				
Skilled				
Articulate				
Initiating				
Creative				
Can Give or Seek information & opinions				
Can sense or take concensus of group				

A leader who is maintenance oriented possesses an abundance of traits that help the group fulfill its maintenance needs. Maintenance needs keep the group healthy and cohesive as it does its job. Test yourself as a leader possessing these traits.

ACTIVITY III
LEADERSHIP TRAITS ACCORDING TO MAINTENANCE FUNCTION

CHARACTERISTIC	Now Have	Want To Improve	Don't have but Can Compensate	Don't believe is necessary
Humorous				
Trustworthy				
Able to delegate				
Changeable				
Inspiring				
Appealing				
A good listener				
Diplomatic				
Sets group standards				
Articulate				
An enabler				
Charismatic				
Positive				
Expresses feelings sensed in the group				
Harmonizes				
Compromises				

Group members and leaders both have needs that must be met individually. Some needs of individuals that keep each person included, feeling accepted, and a part of the team are depicted through expressions indicating that they are:

Concerned	Inspiring
Positive	Affirming
Appealing	Encouraging
Trustworthy	Accepting
Personable	Good Listener
Perceptive	

THE DEMOCRATIC LEADER AT WORK

The Nature of Democratic Leadership

There is an art to leadership. The understanding of this art, and skill in its use, are the first important steps in the preparation of any leader. A person can develop skill in the techniques of leadership.

How much should a leader know about the problems being discussed? Excellently directed discussions have occurred where the leaders had made no pretense whatever of having expertise on the problem. However, a working knowledge of the subject at hand enables the leader to perceive relationships, to react to subtleties in development, and to make appraisals which determine many of his acts as a leader. He must be aware of the maintenance needs of the group.

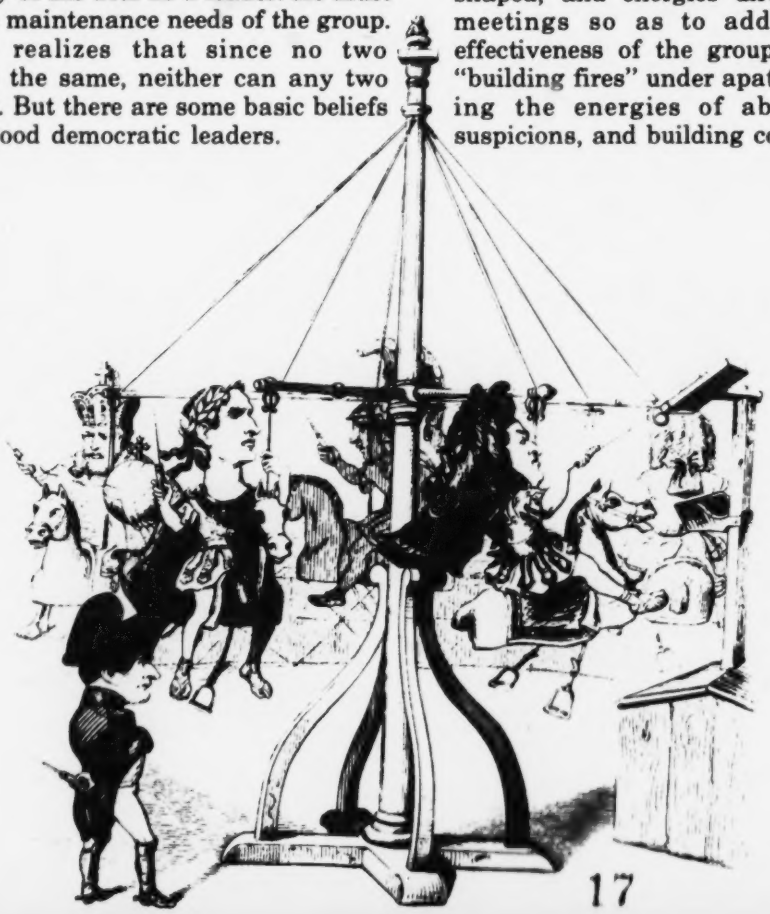
Everyone realizes that since no two individuals are the same, neither can any two leaders be alike. But there are some basic beliefs shared by all good democratic leaders.

The Source of Democratic Power:

The democratic leader derives his power and authority from the group and uses them as the group permits him. He would exceed this authority if he should agitate instead of stimulate, dominate instead of guide, and dictate instead of integrate. His duty is always to help others do their best under their own power. His task is relatively simple if the group is well informed, articulate, and experienced in the art of discussion. In such cases, the group comes very close to running itself. The objective of the democratic leader, then, is to get the group to carry on effectively without his intervention. Other things being equal, the less talking done by the leader the better. But this does not justify the leader in withdrawing from intelligently leading in order to make the discussion better. Sometimes participants are poorly informed. Sometimes they are reluctant or afraid to talk. Sometimes they are over-talkative and difficult. They may know little or nothing about the techniques of discussion.

The Use of Democratic Power:

The democratic leader frequently exerts more power outside of the meeting than in it. One of his greatest opportunities lies in "educating" the members. Their interests, attitudes, and capacities determine his success. In many cases, these interests can be developed, attitudes shaped, and energies directed outside regular meetings so as to add immensely to the effectiveness of the group. There are ways of "building fires" under apathetic people, harnessing the energies of able people, allaying suspicions, and building confidence and morale.



Some Basic Beliefs to Hold As A Good Democratic Leader and Community Developer

A. **People are benefited by serving in leadership roles,** therefore you must:
   1) believe in people
   2) Look beyond the day-to-day conflicts and on-the-task limitations
   3) Recognize that most people can be better than you think; everyone has at least one *special* talent or *strong* point.

B. **People are available for leadership jobs,** therefore as a community developer you must: become a talent scout. Every successful leader knows that his greatest single asset is the people who work with him. By discovering your co-worker's talents, you can bring each person's strong points to the fore. (Note the talents of every person, keep a list, add to it, and you'll soon find most people have two or three strong points—maybe more.)

C. **People are capable of doing leadership tasks,** therefore:
   1) give them encouragement
   2) Compliment them
   3) assure and stimulate them to make the best possible use of their abilities. In some cases, a person profits from skilled leadership. A sensitive, competent leader can adjust to the people he is leading, will do his best for the first time just because he feels, for the first time, that someone will take notice and pat him on the back. Don't stop there; look for other opportunities to bring out lights from under bushel baskets.

D. **People want to improve themselves,** and, therefore, are willing to assume leadership roles and receive help to fulfill these roles. You must:
   1) give them responsibility. You won't know how much a person can do until you give him a chance to show it. If you insist on doing everything yourself because you want to make sure it's done right, remember what Jethro told Moses. "Thou wilt surely wear away . . . this thing is too heavy for thee; thou art not able to perform it thyself alone."
   2) Be a good coach. Share your knowledge, your training, and your experience. But, let the team play the game. Check over your "talents inventory" as outlined in B above.
   3) Pick assignments to match the talents and personalities. It doesn't have to be a sink-or-swim proposition. Start by sharing responsibility for just part of a job or one phase of a long-term project. But make the person feel it's his job to do.

E. **Leadership skills and jobs are specific to the task** or group where leadership is needed. What if he lets you down? Don't fret because people aren't going to do things exactly your way. This attitude will limit you and discourage co-workers. Experience received in positions of leadership will help to prepare a person for other leadership roles in the community. If you're going to help others become more successful, you have to let up on the reins a bit. Leadership development is dependent on and contributes to other phases of program development and staff training. Sometimes you'll be disappointed. But you'll be surprised at how well this system works if you give it a chance. Not only will you help others succeed, but they'll contribute to a job well done.

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